

DOCUMENT RESUME

ED 034 013

UD 009 327

TITLE	After School Centers Project. Final Reports. Winter 1968-1969; Summer 1969.
INSTITUTION	Harvard Univ., Cambridge, Mass. Graduate School of Education.
Pub Date	69
Note	53p.
EDRS Price	EDRS Price MF-\$0.25 HC Not Available from EDRS.
Descriptors	Art Education, Cultural Enrichment, *Disadvantaged Youth, *Elementary School Students, Home Economics Education, Industrial Arts, Learning Disabilities, Mathematics Education, Music Education, Program Evaluation, Reading Instruction, Recreational Reading, *Remedial Instruction, Summer Programs
Identifiers	Cambridge, *Elementary Secondary Education Act Title I, ESEA Title I Programs, Massachusetts

Abstract

Two final reports, winter 1968-1969 and summer 1969, respectively describe the sixth and seventh sessions of the Cambridge School Department's After School Center Program and involving six elementary schools. Both the winter and the summer programs were designed to give disadvantaged children remedial instruction in reading and mathematics along with the cultural aspect of study in art, music, drama, industrial arts and home economics. Classes were also offered for foreign born children. A new aspect in the summer program was the inauguration of classes for perceptually handicapped children. The report for summer 1969 also recounts the effects of the library program in the total program. Evaluation and recommendations are included. [Not available in hard copy due to marginal legibility of original document.] (KG)

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FINAL REPORT

AFTER SCHOOL CENTERS PROJECT

WINTER 1968 - 1969

ENCLOSURES

Project Director

Enrichment Supervisor

Guidance Supervisor

Audio-Visual Teacher

Curriculum Spec. Supv.

Harvard Graduate School of Education

Cambridge, Mass.

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AFTER SCHOOL CENTER PROGRAM - WINTER - 1968 - 1969

The sixth session of the Cambridge School Department's After School Center Program, funded under Title I, Elementary and Secondary Education Act of 1965, commenced on October 28, 1968 and concluded April 17, 1969. The program was in operation in five of the elementary schools used in previous programs namely, the M. E. Fitzgerald, the Chas. G. Harrington, the Morse, the Roberts and the Putnam Schools. Because of the planned demolition of the Houghton School, to make way for the new Martin Luther King School, the program in that attendance area was transferred to the Webster School.

This program is designed to present to children in the elementary school in economically disadvantaged areas opportunities for remedial help in reading and mathematics and work in the cultural enrichment endeavors of art, music, science, drama, home economics and woodworking. Classes were continued for the foreign born students of Cambridge.

Representatives of the various publishing companies, from which educational materials were purchased, for the above disciplines, were consulted well in advance by administrative personnel in the program. Reports of the teachers working in the previous programs were studied and their recommendations were honored for purchasing educational material.

Before the program became operational, a great deal of pre-planning was necessary. As in past programs we turned to the teachers in the public and the non-public schools of the districts to be served by the centers, to refer students to us who would need some extra instruction in reading and mathematics. The teachers were instructed to consult cumulative records and standardized test results. Such information, coupled with their personal observations, would enable them to select children who would benefit from the tutorial assistance offered in the program.

Registration cards and brochures explaining the program were sent home with the children referred to us. We also utilized the services of the Cambridge Chronicle-Sun as a means of re-enforcing our recruiting drive of children referred.

The staff in each of the six centers was basically the same as in preceding programs. A center supervisor, three reading teachers, three mathematics teachers and teachers for science, art, music, attendance, industrial arts, home economics and dramatics. A librarian, guidance counselor, clerk typist and six teacher aides were also assigned to the centers. One audio-visual teacher was responsible for that program in the six centers on a traveling basis.

The administrative personnel in the program, in addition to the project director, were a supervisor of enrichment, a supervisor of guidance and a curriculum supervisor,

to coordinate the work of the three curriculum specialists in reading and mathematics. An administrative assistant was responsible, on a full time basis, for the After School Center Office.

The program was operational for twelve hours a week, 3:30 - 4:30 PM and from 6:00 - 8:00 PM on Monday through Thursday. Saturdays were utilized for field trip experiences.

In any program that is voluntary in nature, keeping attendance constant is a major task. To accomplish this we turned to local organizations that are in touch with the pupils we serve and also WCAS, a local radio station, was most helpful in making our course known.

Youngsters, delatory in attendance, were cajoled or prodded into coming by the constant supervision of the attendance teachers. Close liaison between school and home kept the parents abreast of his youngsters attendance. Hence, by diligent attendance a youngster could benefit unmeasureably from this program.

Classes were scheduled on a five to one ratio with provision for tutorial remediation on an individual basis.

Since Title I's basic philosophy is parental involvement I made a recommendation at the conclusion of the summer program of 1968 that a close rapport between the community and the project be conceived. To bring this suggestion to fruition a Citizens' Advisory Council was formed.

We solicited the help of parents who had children in our program. We also had a representative from the Model Cities Area of Cambridge and a college student who lived in our attendance area. The Cambridge Office of Economic Opportunity (CEOC) was also invited to take part. Many suggestions and ideas that were put forth by the Advisory Group were included in the on-going project and also written into our summer program of 1969.

Following is an abstract from the total registration figure for the After School Centers Project for Winter of 1968 - 1969.

<u>School</u>	<u>Public School Student Enrolled</u>	<u>Non-Public Sch. Student Enrolled</u>	<u>Total</u>
Fitzgerald	153	116	269
Harrington	333	31	364
Morse	126	28	154
Putnam	149	80	229
Roberts	193	29	222
Webster	257	14	271
Total	1211	298	1509

As Project Director I wish to make the following suggestion for future school year programs:

The evening segment of the project should be discontinued and the afternoon session increased by one-half hour, ie: changed from 3:30 PM to 4:30 PM to 3:30 to 5:00PM. By incorporating this change more time could be given to the children in the grades where a concentrated effort will

be made to increase their performance. In addition, I recommend a Saturday morning program operating from 9:00 AM to 12:00 Noon. This would provide ample time for meaningful field trips and successful scheduling of remediation classes. Included in this enclosure will be a report from the cultural enrichment supervisor, the guidance supervisor, the intern teacher supervisor, and the audio visual teacher.

Paul F. Mahoney
Project Director
After School Centers Project

CULTURAL ENRICHMENT

With the advent of fall 1968 plans were inaugurated to present the sixth segment of the Cultural Enrichment program as an integral part of the After School Centers.

Strong emphasis on the successful aspects of previous programs coupled with newer educational philosophies would be our guide.

Our shibboleth for this program would be involvement. This involvement encompasses the youngster, the teacher, the school, the parents and the community.

The expertise of educational experts, publishing consultants, social workers, and community leaders was eagerly sought and just as graciously given. Of particular note, the work of a Citizens Advisory Council has to be reckoned. The council's knowledge of the temperament, moves and needs of each center reaffirmed our contention that success in our endeavor had to be generated on community involvement.

The administrative theme for our fall program would be the appropriate placement of youngsters to enable them to achieve to capacity at their own rate.

The aspirations of each youngster would be met by a new kind of teaching centered around imagination, intuitive teaching and inquiry.

Empathy for the students was developed through workshops, close scrutinization of cumulative record cards and

seminars with teachers and administrators.

For this program cultural enrichment subjects would be science, music, art, drama, sewing and woodworking.

In science our approach continued to be heuristic. Investigative procedures permeated the science laboratory. Emphasis on the "hows" rather than the "whats" was our philosophy. Once again the age and ability of the youngsters determined the scope of development for the various units. A balance among the physical, biological and natural sciences served our program.

Units on electricity, i.e., batteries and bulbs, balances, magnets, sound, living things, earth sciences, kitchen physics etc. were developed in each center. The intimate relationship between mathematics and science was ever present in our laboratories.

Team and group experiments were as popular as individual investigation. Youngsters readily accepted the opportunity to proceed at their own levels and rate of interest.

Complementing the laboratory approach in science was the extensive use of audio visual materials. Films, filmstrips, loops, slides and field trips enlivened our science program. Films from NASA on space endeavors awed the youngsters. The Bell Telephone series of science films presented in animation our solar system, our sun, the universe and the human body.

Other commercial enterprises such as the petroleum and gas industries also participated through films and samples of their products.

Local museums presented their wares and programs to our participants.

As in previous programs the art theme was personal expression. The media employed ran the gamut from simpler water colors to sophisticated arts and crafts. The placing of kilns in each center brought the vital ceramics program into being.

Modeling clay, beads, gimp and string work were immensely popular projects. Papier mache' menageries graced our centers. Sketching, collages and friezes challenged the older children.

Field trips to art museums not only presented the works of the masters but acquainted the youngsters with a history of art and architecture. Visits to historical museums and sites presented the art and architecture and life of early Americana.

Science, art and music are two areas where fusion is amenable. These classes were brought together frequently. In fact at times the three areas of art, music and drama were interpolated.

The theme for music was appreciation. Singing, dancing and listening served as our guides. Recordings ran the range of classical, semi-classical, folk and "pop" music.

By approaching the music program through recordings, the youngsters were introduced to a history of music. Instrumentation records acquainted the children with the various instruments of the orchestra. Familiarity with composers and compositions helped youngsters to understand the social and cultural living of a period. Musical terminology previously foreign to most youngsters now became part of their vocabulary and discussion. Folk music, negro spirituals and western provided excellent entertainment. Flutophone bands, guitar ensembles and sing - a - longs paralleled the listening segment of our music program.

Tapes of recording stars and individual centers program challenged the ingenuity of staff and youngster alike.

The correlationship between music and drama afforded the youngsters many hours of enjoyment in preparing for and presenting amateur musicals.

Woodworking for the boys and sewing for the girls introduced the participants to challenging hobbies and avocations.

Evaluation of the fall-winter 1968-1969 program has to be based on attendance and attitude. Although New England was subject to a frightening winter of snow, sleet and cold that precipitated several no school days, the incidence of attendance remained remarkably high.

Individual resumes on each child were submitted by the teachers involved. Although subjective in nature,

the resumes were based on objective criteria. Almost universally the comments praised the attitudes, demeanor and sticktuitiveness of attending youngsters.

The welcome scrutinization of our project from the advisory council, school administrators, Title I authorities, community leaders and parents brought praise for our endeavors.

In conclusion the final evaluation of our Title I project has to rest with the active participants, namely the youngsters being served and the teachers involved.

Satisfaction for a successful program came to teachers and administrators in the program and contentment evinced by the youngsters served.

AFTER SCHOOL CENTER PROGRAM

Fall - Winter 1968-1969

SUMMARY OF ATTENDANCE AND GUIDANCE PROGRAM I Recruitment and Attendance

New guidelines formulated by the Federal Government required the administrative staff to establish, in remedial classes, a pupil-teacher ratio of 5 to 1 in the After School Centers. This placed the responsibility upon the shoulders of the attendance personnel of maintaining a closer contact with the student and family of the pupils referred and tested. If we were to realize success in our fall-winter program, it rested with the attendance personnel to make every effort to see that youngsters referred attended regularly.

The attendance teacher employed the following instruments as means of recruiting and contacting students referred:

- (a) Telephone
- (b) Post cards
- (c) Letters
- (d) Personal contact

If a youngster was absent three consecutive times, the attendance teacher was instructed to contact the home, preferably, by phone. This was particularly true of youngsters who were pre-tested and diagnosed as having difficulties in the different phases of reading. Below, Table I explains this phase of the After School Program:

TABLE I
Instruments Used in Recruitment and Contact:

School	No. of Phone Calls Made	No. of Post Cards Sent	No. of Letters sent	No. of Parents who visited Ctr.
MFitzgerald	251	22	206	116
GHarrington	251	40	206	9
Horse	116	23	103	10
Putnam	362	267	248	52
Roberts	475	150	298	20
Webster	153	119	133	5
Totals	1603	621	1188	212

II Guidance Services

(a) Counseling:

Counseling as a guidance service was provided at each center. The counselor secured an easily accessible location in each center where he could advise, assist and help the youngsters with educational and vocational problems and questions. Although much of the guidance counselor's time involved assisting in the pre and post test program, table 2 reflects the wide range of topics discussed and number of times these topics were discussed between the counselor and client.

TABLE II

Counseling - Final Statistical Evaluation

A. Number of students interviewed once:	250
B. Number of students interviewed more than once:	103
C. Group Guidance and Counseling:	23
D. Topics discussed during interviews:(No. of times discussed)	
1. Ed. Planning	131
2. Ed. Adjustment	94
3. Attendance	83
4. Scholarship	109
5. Vocational	139
6. Discipline	75
7. Economic	51
8. Physical Health (handicaps)	96
9. Personal	90
10. Tests	95
11. Grades	170
12. Talents	124
13. Study Habits (Place for-How to)	119
14. Family	144
15. Friends (School-Neighborhood)	119
16. Out of School Activities (Boy Scouts, Church etc.)	154
17. Hobbies	114
18. Favorite Subj. Subj. least liked	140 117
19. Subjects: Highest Marks Lowest Marks	157 100
20. Reading	144
21. Science	69
22. Mathematics	149
23. Art	62
24. After School Work	16
25. High School Program	51
26. Future Plans	17
27. Books read-20 Travel	27
28. Brothers & Sisters	27
29. Sports	15

(b) Testing:

The guidance counselor played a major role in the administration, correction and recording of data in our very exhaustive testing program. The Stanford Diagnostic Reading Test, Level I and Level II was, after much consideration, the test administered to the students in the reading classes of the After School Program.

The pre-test Form W was administered during the early days, in November 1968, the post-test Form X was administered near the close of this session of the program in March of 1968.

The number of students pre-tested in November, 1968 and post-tested in March, 1969 are recorded according to grade and school in Table 3 & 4. We endeavored to post-test only the students who were pre-tested.

TABLE III

Number of students pre-tested and post-tested according to grade:
(Reading only)

<u>Grade</u>	<u>Number (Pre-tested & Post-tested)</u>
2	49
3	65
4	64
5	56
6	53
7	64
8	50
	406 Total

TABLE IV

Number of students pre-tested and post-tested according to school:
(Reading only)

<u>School</u>	<u>Number (Pre-tested & Post-tested)</u>
M.E.Fitzgerald	82
Chas. G. Harrington	91
Morse	56
Putnam	77
Roberts	56
Webster	44
	406

By using the Stanford Diagnostic Reading Test, we endeavored to make an identification as to the strengths and more particularly the weaknesses in reading. The test was intended to provide detailed coverage of the major aspects of instruction in reading.

Table V, below, indicates the learning areas tested and diagnosed at Level I and Level II of the Stanford Diagnostic Reading Test.

TABLE V

Areas Tested and Diagnosed

Level I (middle of Grade 2 to the middle of Grade 4)

Areas Tested and Diagnosed (continued)

Reading Comprehension	Syllabication
Vocabulary	Beginning & Ending Sounds
Auditory Discrimination	Blending
Sound Discrimination	

Level II (middle of Grade 4 to middle of Grade 8)

Reading comprehension	(Literal and Inferential)
Vocabulary	
Syllabication	
Sound Discrimination	
Blending	

(c) Cumulative Record Cards:

The guidance counselors were responsible for maintaining and keeping up to date the cumulative record cards. Only members of the professional staff had access to the cumulative record cards.

The cumulative record card has been so designed as to be useful and permanent for seven sessions in our program. We have now completed the third phase of this record card which follows a youngster as he journeys through the After School program.

PRE TEST

POST TEST

Grade two - eight

WINTER PROGRAM 1968 - 1969

AFTER SCHOOL CENTERS PROGRAM

PRE TEST

	MEAN RAW SCORE	TOTAL RAW SCORE	26th 51st % 25th & PELOW	51st to 75th %	76% & ABOVE
Reading Comprehension	824	17	48	1	0
Literal					
Inferential					
Total					
Vocabulary	755	15	45	4	0
Auditory Discrimination	1257	25	24	22	3
Syllabication	451	9	36	12	1
Beginning & Ending Sounds	1227	25	38	11	0
Blending	669	14	42	6	1
Sound Discrimination	844	17	27	22	0
Grade TWO FORM W					
Reading Comprehension	832	17	45	4	0
Literal					
Inferential					
Total					
Vocabulary	698	14	38	8	3
Auditory Discrimination	1132	23	25	18	6
Syllabication	371	8	31	18	0
Beginning & Ending Sounds	1032	21	30	16	3
Blending	741	15	35	11	3
Sound Discrimination	651	14	30	18	0
Grade TWO FORM X					

POST TEST

N = 49

PRE TEST

POST TEST

	MEAN RAW SCORE TOTAL RAW SCORE		ILE 25% & BELOW	ILE 26 to 51 PERCENT	ILE 51 to 75 PERCENT	76 PER CENTILE & ABOVE
Reading Comprehension	1870	29	37	23	5	
Literal						
Inferential						
Total						
Vocubularly	1188	18	40	19	4	2
Auditory Discrimination	2074	32	17	32	12	4
Syllabication	713	11	31	28	4	2
Beginning & End. Sounds	1828	28	22	36	5	2
Blending	1479	23	26	23	13	3
Sound Discrimination	1267	19	24	33	7	1
Grade THREE FORM W						
Reading Comprehension	1988	31	27	30	7	1
Literal						
Inferential						
Total						
Vocubularly	1287	20	16	35	11	3
Auditory Discrimination	2277	35	2	44	9	10
Syllabication	790	12	14	34	12	5
Beginning & End. Sounds	1833	28	16	28	16	5
Blending	1685	26	17	20	20	8
Sound Discrimination	1218	19	26	24	13	2
Grade THREE FORM X						

N = 65

	MEAN RAW SCORE TOTAL RAW SCORE		25%tile & BELOW	26to51 %tile	51 to75 %tile	76%tile & ABOVE
Reading Comprehension	2620	41	41	14	7	2
Literal						
Inferential						
Total						
Vocabulary	1700	27	43	7	5	9
Auditory Discrimination	2534	40	17	32	10	5
Syllabication	1014	16	31	20	13	0
Beginning & End.Sounds	2350	36	19	30	9	6
Blending	2075	32	14	25	21	4
Sound Discrimination	1615	25	21	26	14	3
Grade FOUR FORM W						
Reading Comprehension	2275	36	29	16	15	4
Literal						
Inferential						
Total						
Vocabulary	1570	25	27	20	14	3
Auditory Discrimination	2174	34	24	14	11	15
Syllabication	865	14	30	10	19	5
Beginning & End.Sounds	1961	31	22	26	6	10
Blending	1906	30	15	22	17	10
Sound Discrimination	1328	21	33	17	10	4
Grade FOUR FORM X						

PRE TEST

POST TEST

N = 64

PRE TEST

POST TEST

	MEAN RAW SCORE	TOTAL RAW SCORE	25%tile & BELOW	26to51 % tile	51to75 %tile	76%tile & ABOVE
Reading Comprehension						
Literal	730	13	22	24	10	0
Inferential	636	11	22	24	6	4
Total	1366	12	37	12	7	0
Vocubularly	1180	21	30	14	10	2
Auditory Discrimination						
Syllabication	829	15	25	18	9	4
Beginning & End.Sounds						
Blending	719	13	24	23	7	2
Sound Discrimination	1069	19	37	13	4	2
Grade FIVE FORM W						
Reading Comprehension						
Literal	744	13	47	7	1	1
Inferential	657	12	42	14	0	0
Total	1401	12	45	9	2	0
Vocubularly	1187	21	39	11	6	0
Auditory Discrimination						
Syllabication	827	15	31	19	5	1
Beginning & End.Sounds						
Blending	759	14	43	10	3	0
Sound Discrimination	1042	19	39	14	3	0
Grade FIVE FORM X						

N = 56

	MEAN RAW SCORE TOTAL RAW SCORE	25%tile & BELOW	26to51 %tile	51to75 %tile	76%tile & ABOVE		
PRE TEST	Reading Comprehension						
	Literal	1322	23	31	13	12	2
	Inferential	1069	18	35	17	3	3
	Total	2391	21	29	22	6	1
	Vocabulary	1913	33	16	31	10	1
	Auditory Discrimination						
	Syllabication	1234	21	24	10	20	4
	Beginning & End.Sounds						
	Blending	1355	23	28	20	10	0
	Sound Discrimination	1588	27	34	18	6	0
POST TEST	Grade SIX FORM W						
	Reading Comprehension						
	Literal	1032	18	37	19	2	0
	Inferential	987	17	37	16	4	1
	Total	2019	18	32	21	5	0
	Vocabulary	1591	27	40	12	6	0
	Auditory Discrimination						
	Syllabication	1023	18	38	6	10	4
	Beginning & Ending Sounds						
	Blending	1221	21	27	17	12	2
	Sound Discrimination	1359	23	28	23	7	0
	Grade SIX FORM X						

N = 58

76%tile & ABOVE 51to75 %tile 26to51 %tile 25%tile & BELOW MEAN RAW SCORE TOTAL RAW SCORE

PRE TEST

Reading Comprehension							
Literal	1660	26		43	16	3	0
Inferential	1381	22		44	15	3	2
Total	3041	24		52	8	2	2
Vocabulary	2351	37		42	15	6	1
Auditory Discrimination							
Syllabication	1474	23		30	17	14	3
Beginning & End.Sounds							
Blending	1834	29		33	14	13	4
Sound Discrimination	1928	30		22	27	14	1
Grade Seven FORM W							
Reading Comprehension							
Literal	1247	19		52	8	3	1
Inferential	1135	18		46	10	8	0
Total	2382	19		48	10	5	1
Vocabulary	1839	29		45	13	5	1
Auditory Discrimination							
Syllabication	1112	17		42	12	7	3
Beginning & End, Sounds							
Blending	1544	24		32	12	16	4
Sound Discrimination	1489	23		30	15	16	3
Grade Seven FORM X							

POST TEST

N = 64

	MEAN RAW SCORE	TOTAL RAW SCORE	25%tile & BELOW	26to51 %tile	51to75 %tile	76 %tile & ABOVE
PRE TEST	Reading Comprehension					
	Literal	1207	24	32	14	2
	Inferential	1025	21	33	11	4
	Total	2232	22	34	7	5
	Vocabulary	1651	33	33	8	9
	Auditory Discrimination					
	Syllabication	1039	20	20	14	13
	Beginning & End.Sounds					
	Blending	1443	28	21	17	8
	Sound Discrimination	1314	26	23	20	4
POST TEST	Grade EIGHT FORM W					
	Reading Comprehension					
	Literal	1057	21	35	13	2
	Inferential	943	18	28	13	7
	Total	2000	20	31	12	6
	Vocabulary	1452	29	36	8	1
	Auditory Discrimination					
	Syllabication	957	19	20	14	13
	Beginning & End. Sounds					
	Blending	1414	28	14	21	6
	Sound Discrimination	1128	22	23	20	6
	Grade EIGHT FORM X					

N = 50

AUDIO VISUAL PROGRAM
1968-69 WINTER PROGRAM

An increase in the use of audio visual material and equipment was noted in this program.

A breakdown of films shown in the centers was as follows:

<u>SCHOOL</u>	<u>NO. OF FILMS</u>
M.E.Fitzgerald	48
Putnam	51
Webster	24
Roberts	36
Harrington	53
Morse	34
	246 Films

These films were shown several times in many of the centers and thus the total number of showings was over 300.

Science slides sets and filmstrip projector adapters were distributed again this year. An increase in filmstrip usage was noticeable in several centers. Full length feature films were shown in three of the centers on a "once a month" basis.

Films were rented from Boston University, Modern Learning, and Ideal Films. Free film sources included Bell Telephone, Modern Films, Eastman Kodak, United States Dept. of Interior Commerce and Mines, Association Films and Consulate of Canada.

Instruction was given to those teachers and aides interested in the operation of 16mm film projectors and other audio visual machines.

Paul F. Dawson
Audio Visual Teacher
May 1969

SUPERVISOR OF CURRICULUM SPECIALISTS

The After School Centers Program, funded under Title I of the ESEA of 1965, began October 23, 1968 and concluded April 10, 1969.

Among the personnel staffing the centers were three mathematics specialists and three reading specialists. They were assigned two schools each to service.

Their duties, outlined to them at an administrative session conducted by the supervisor of specialists were substantially as follows:

(1.) To examine all materials purchased for the winter program, and to relate it to appropriate grade levels and levels of difficulty.

(2.) To attend a series of workshops arranged and conducted by the supervisor of specialists at which sales representatives of vendor firms demonstrated proper use of the material.

(3.) To provide expert explication of the new material to the teachers selected for the program of remediation instruction.

(4.) To aid the guidance counselors in each center in the administration and scoring of both a pre-test and post-test in reading to the pupil participants. This aid was of fundamental importance to the success of the program for the fall and winter.

(5.) To conduct demonstration lessons in a full teaching situation of remediation when requested either by the supervisor of specialists or by a classroom teacher.

(6.) To maintain a current inventory of materials on hand and to submit a list of center materials replacement for current program and for future programs.

(7.) To observe the work of remediation by teachers and to critique the lessons toward the improvement of instruction.

(8.) To devise and construct a more efficient method of identification of the skills weaknesses of pupil participants. Working as a team, under the direction of the supervisor of specialists, a comprehensive "check list of abilities" was devised in both reading and mathematics for the primary, middle, and upper grades. A simple check mark beside an ability indicated that the child had not sufficiently mastered that ability or skill to the extent that his grade was satisfactory in his conventional class situation.

(9.) To continue the annotated handbook of materials as an aid to the teacher in her selection of appropriate center material to bear on remedying the child's difficulty.

The supervisor's role in all the listed specialist endeavors was to act as a consultant and as decision-maker when problems arose.

Additionally, the supervisor visited centers to confer with his specialists on various aspects of their assignments.

and to oversee the progress of the duties of the specialists. Some further duties and responsibilities of the supervisor of specialists were as follows:

(1.) To act as liaison to the project director, enrichment supervisor, and guidance supervisor with regard to the duties and assignments of the curriculum specialists.

(2.) To attend the meetings of the administrative staff of the program and the center supervisors and there to act as consultant on the role and functions of the specialists assigned to their centers.

(3.) To attend meetings between the administrative staff of the program and the Citizens Advisory Committee.

(4.) To organize efficient work schedules by specialists and to make center assignments changes where necessary.

(5.) To keep work records for pay purposes of all specialists, and to keep personnel records of specialists up to date.

(6.) To organize workshops and meetings attended by specialists and full teaching force at which time instructional materials were examined and demonstrated by the specialists and sales representatives from individual companies.

(7.) To conduct meetings with specialists to chart progress and to plan changes designed to improve the instructional area of class size, class instructional time length, teacher strengths and weaknesses, usefulness of materials

in teaching/learning situations, etc.

(8.) At the conclusion of the program, to correlate all information and data assembled throughout the fall and winter program in order to have this data form the basis for changes in future programs if funding became available.

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FINAL REPORT

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AFTER SCHOOL CENTERS PROJECT

SUMMER - 1969

ENCLOSURES

Project Director

Enrichment Supervisor

Guidance Supervisor

Audio-Visual Teacher

Curriculum Specialist
& Intern Teacher Supv.

Librarian

Reports from
Harvard Graduate
School of Education

UD 009 327

Cambridge, Mass.

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AFTER SCHOOL CENTER PROGRAM - SUMMER 1969

The seventh session of the Cambridge School Department's After School Center Program, funded under Title I, Elementary and Secondary Act of 1965 commenced on Monday June 30, 1969 and concluded on August 14, 1969. The program was conducted in the six elementary schools utilized for the past winter programs, namely, M.E. Fitzgerald, Chas. G. Harrington, Morse, Putnam, Roberts and Webster Schools. The program was in operation on Monday through Thursday from 8:30 AM to 12:30 PM which was four hours.

As in our past six projects this program was designed to present to children, in the elementary school from educationally and culturally deprived areas, remedial help and assistance in reading and mathematics coupled with the cultural aspect of study in art, music, science, drama, industrial arts and home economics. Classes were also conducted for the foreign born students in Cambridge. A new aspect of the After School Centers program this summer was classes for children with learning disabilities or more commonly called perceptually handicapped children. This program was organized with the assistance of Doctor Ruth Boland and her staff of the Bureau of Pupils Services of the Cambridge School Department.

Dr. Boland referred children to us that had been designated by the Bureau as perceptually handicapped. Records from Dr. Boland's department were made available to us, to

facilitate working with these perceptually handicapped children.

Members of the Bureau also assisted the After School program in selecting educational material that should be used in the instruction of the perceptually handicapped child.

Mrs. Angelica Sawyer, a parent of a perceptually handicapped child in our program, also proved most helpful in securing a film to be viewed by our staff working with the perceptually handicapped children and also made available to the teaching staff literature and material that proved most helpful.

Again, as in the past, members of the administrative staff met with representatives of many publishing companies to select material that would meet the aims & objectives that have been set for our project. Help from teachers that have worked in previous programs also proved beneficial in selecting the material to be utilized in the classroom.

Before this project became operational, the administrative staff drew up a new referral form to be used by the classroom teacher in the public and the non-public schools, for referring pupils to our program. The referral form had a list of disabilities that the teacher would check off, designating the specific problem the pupil had in school. Using this new system we then could start remediation with the child the first day of the program and aim to correct

the difficulty the child was experiencing in day school. The referral cards were used in the disciplines of reading and mathematics. As in the past the class room teacher, in referring children, were to study cumulative records, latest test scores and their own personal observations were solicited.

Registration cards and brochures explaining the program were sent to parents of the children referred to us. Also a letter from Dr. Boland was sent to the parents of perceptually handicapped pupils referred by the bureau for help in that class.

Again, as in the past, the Cambridge Chronicle-Sun proved most helpful in circulating information about our program to the citizens of Cambridge whose children we were attempting to enroll in the After School Program.

The staff in each of the six centers was basically the same as in the preceding program. A center supervisor, three reading teachers, two mathematics teachers and teachers for science, art, music, perceptually handicapped, attendance, industrial arts, home economics and dramatics. A librarian, guidance counselor, clerk typist and five teacher aides were also assigned to each center. We continued in this program, as in the summer program of 1968, the practice of employing two interteachers in each school. The intern teachers were residents of Cambridge, juniors or seniors in college; majoring in education.

There was a two fold purpose in the intern program:

- (1) To give residents of Cambridge that are interested in teaching the opportunity of working in a program with disadvantaged children.
- (2) To afford prospective teachers a field experience in their own community.

Supervisory personnel was continued on the same basis as in the past consisting of an enrichment supervisor, guidance supervisor, supervisor of curriculum specialists and intern teachers, and administrative assistant. One audio visual teacher rotated between the centers. An innovation in this program was the training of six interns from the Harvard Grad. School of Education. The interns were assigned to the M. E. Fitzgerald School under the aegis of six cooperating teachers who were selected by the administrative staff as possessing the competence to impart teaching knowledge and skills to the graduate students.

The personnel at Harvard colleges were very pleased with the training their candidates received. We, in the After School program, were just as pleased with the performance of the intern as we were with our cooperating teacher assigned to them.

The six curriculum specialists, three each in reading and math., did outstanding work with all of our teachers and interns in the use of the varied educational equipment we employed in the After School program.

The Citizens' Advisory Council that was formed for our previous winter program was still operational. Members of the Council went on field trips and visited classrooms. Their ideas and suggestions proved most helpful in writing a program for the coming school year.

Following is a abstract from the total registration figures for the summer project, June 30, 1969 to Aug.14,1969

<u>School</u>	<u>Public School Student Enrolled</u>	<u>Non-Public School Student Enrolled</u>	<u>Total</u>
Fitzgerald	123	101	224
Harrington	182	18	200
Webster	95	34	129
Roberts	109	11	120
Morse	99	18	117
Putnam	160	47	207
Total	768	229	997

Recommendation that I would make for future summer programs: Expand the intern program with the Harvard Graduate School of Education to include two centers next year with six interns in each center.

This mutual exchange between the academic community and the After School Centers can prove to be most beneficial to the core of our program, ie, the youngster in a disadvantaged area.

Combining the successful elements of our program with the verve, enthusiasm and educational background of interns from all parts of the country desirous of working in a

culturally deprived urban situation can make our endeavors most meaningful.

I also feel that we should utilize the natural resources of Fresh Pond. This could be accomplished by having a nature teacher in the program and half the science classes from the centers visit the area. Many of our students do not have the opportunity to observe birds, insects, fauna and flora in a natural habitat.

I wish to take this opportunity, as project director, to acknowledge my gratitude to Mr. Edward J. Murphy, Mr. John G. O'Keefe, Mr. John W. Reilly and Mrs. Josephine Feeney for their knowledge, council, help and advice given to me in this and past programs.

Paul F. Mahoney
Project Director
After School Centers Program

Cultural Enrichment - Summer 1969

Summer 1969 inaugurated the seventh segment of the cultural enrichment phase of the After School Centers Program.

As in previous programs planning successful aspects of earlier endeavors coupled with new educational media would be our guide.

Preliminary work for setting up the program began with the close of the winter session. The expertise of educational experts, publishing consultants, community leaders and social workers was eagerly sought and just as generously given. Again the Citizen's Advisory Council's advice and involvement made our planning sessions a pleasure.

The Council's knowledge of the temperament and needs of each center confirmed our contention that success in our program had to be generated on community involvement.

Innovations, involvement and flexibility were to be truisms for this summer.

Cultural enrichment areas would include science, art, music and drama.

In science our approach continued to be heuristic. Investigative procedures permeated the science laboratory. A balance between individual and group experimentation was maintained.

Physical, biological and natural sciences were pursued. The Appollo "Moonshot" enhanced astronomy and its allied fields. The Appollo program created a keener interest in Earth Sciences

and Oceanography as well.

Units on balancing, living things, pond water, kitchen physics, batteries and bulbs, magnets and sound captured the imagination of the youngsters.

The intimate relationship between mathematics and science was engendered through experimentation.

Extensive use of audio-visual materials ie, films, film strips and slides complemented our laboratory approach to the teaching of science. The Bell Telephone series of science films presented in animation on sun, our solar system, the universe and the human body. NASA films covered Gemini and Appollo missions. The petroleum and gas industries contributed films and samples of their wares. The local museum's storehouse of information challenged the ingenuity of the youngsters.

Personal expression was our theme for the summer art program. From simple water colors to sophisticated arts and crafts projects, the gamut was run. The age and interest of the children determined the scope of involvement. Modeling clay, beads, gimp, ceramics and string work were immensely popular. Papier mache', sketching, collages and friezes challenged the older children. Landscape painting took the youngsters throughout the neighborhood to the Charles River basin with its picturesque panoramic summer scene.

Visits and field trips complemented the program. The art, architecture and life of the early americans became a

reality by visiting Plimouth Plantation.

Art and music offered many opportunities for fusion. Appreciation continued to be our theme in music. Singing, dancing and listening were vital parts of our programs. Recordings from classical, semi-classical, folk and "pop" music sent melodious strains throughout the music rooms. Recordings acquainted us with the masters, their style and their interpretations. Instrumentation records acquainted youngsters with the various instruments of the orchestras. Musical terminology previously foreign to most youngsters now became part of their vocabulary.

For the younger children the song flute and the flutophone were very popular. The fusion of music and drama presented countless opportunities for amateur musicals.

An innovative notation this summer found our experimentation in the part music could play in the education and training of perceptually handicapped children. Rhythm band hits and specialized recordings played a major role inabetting the musical knowledge and balance acumen of these children. The role of music in this field knows no bounds.

In summation this summer has been a most rewarding experience. Although the weather was not ideal for vacationing, I do believe it helped our attendance. The incidence of attendance remained remarkably high. A survey questionnaire distributed to parents returned almost a unanimous endorsement of our enrichment program.

Community leaders such as clergy, guidance personnel, social service and welfare workers corroborated the parent's endorsement of our program. However, the greatest endorsement has to be in the attitude, enthusiasm and cooperation of the youngsters in the program

Summary and Evaluation of Summer Program 1969

Guidance and Attendance

Guidance counselors and attendance teachers were assigned to the six centers of the After School Centers Program approximately five weeks before the program commenced on June 30, 1969. This would afford the guidance counselors and attendance teachers an opportunity to assist with the registration and placement of the youngsters.

Attendance Personnel

(A.) Recruitment and Contact

The attendance personnel took the responsibility of contacting youngsters who were referred by their classroom teacher but who did not register. This was done by means of telephone calls and post cards. Home visitations were also used as a means of contacting the parents of youngsters who were referred. Approximately thirty five home interviews were conducted.

We feel the telephone calls were a very effective channel of communication. While calling the homes the attendance teachers tried to explain the reason for the referral of a student and the basic purpose of the program.

If the home had no phone the postcard was used as an instrument of contact. The post card provided the attendance teachers with an opportunity to write a personal note. The cumulative record card was also available to the attendance teacher to report on the parental cooperation and interest.

In some of the centers the attendance teacher assisted in programming and making certain that youngsters were being instructed in their referral areas and receiving remedial help.

It was also necessary for the attendance teacher to maintain close contact with the youngster whose attendance was spasmodic during the session. Some youngsters went on vacations or became involved in community activities throughout the city such as swimming, camping etc. Remediation naturally was foremost in the minds of the attendance personnel. We wanted the youngsters to receive as much remediation as possible. The Table below describes the various aspects of the recruitment phase of the After School Program.

TABLE I

Instrument Used in Recruitment and Contact

(a) Phone calls made	605
(b) Post cards sent	267
(c) Parents Who Visited Center	196
(d) Open House Visitors	136

(B.) Other Duties

The attendance teacher in each center also served as the congenial host or hostess during our Open House which was held on Thursday, Aug. 7, 1969. The attendance teacher assisted the visitors in locating the remedial and cultural enrichment classes in our centers.

Parents, relatives, friends and any other interested persons were invited to visit the centers and observe the instructional program and the excellent instruments of

learning being used.

Guidance Personnel

A. Counseling

This constituted a major portion of the counselor's time. We wanted every youngster to be counseled and to have available to him the services of a guidance counselor. Every counselor was instructed to secure a convenient location, from the center supervisor, and to make it attractive for the youngsters. Table 2 that follows demonstrates the variety of topics discussed during the counseling interview.

B. Meetings

Meetings of the guidance personnel were held during the summer to discuss the counseling process particularly as it applies to primary school youngsters. Since this is a pioneer field in guidance we felt these meetings with their verbal interchange could serve a beneficial purpose.

C. Materials

Publisher's elementary guidance materials are at a minimum but we felt that youngsters who had manipulative materials such as puzzles in their hands during the counseling session would be much more relaxed and candid. We selected interest inventories as well to assist us in our guidance service.

D. Testing

No formal standardized testing program was conducted this summer due to the brevity of the session. The summer

program was actually in session 23 days. In a program of such limited time, it is inadvisable to administer a formal testing program that includes a pre-test and a post-test.

E. Films

Films and film catalogues were made available to the guidance personnel by the film coordinator.

F. Cumulative Record Cards

The guidance counselors again assumed the responsibility of the permanent cumulative record. It was the duty of the counselor to maintain and keep current a cumulative record file for each youngster registered in the summer session.

Pertinent data, information, and comments were to be recorded by the counselors, teachers and other members of the professional staff during the summer and at the conclusion of the program. We wanted to more readily exploit the potential of the cumulative record card. This information we trust would be useful to the conventional day school instructor as well as personnel in the After School Program.

The permanent cumulative record cards are distributed to the regular day school in September for perusal by the teacher and then returned to the Centers

Suggestions for Improvement of the Program

- (1) An effort is being made for more group counseling particularly at the primary level by means of recordings, tapes, cartridges etc.

- (2) It appears that puzzles, interest inventories, etc. could be beneficial during the counseling process particularly at the primary level (to create an informal and relaxed atmosphere)
- (3) It is suggested the attendance teacher assume a more active role in programming at the outset of the program and during it.

TABLE II

Counseling - Final Statistical Evaluation

A. Number of parents interviewed once:		7
B. Number of parents interviewed more than once:		2
C. Number of students interviewed once:		519
D. Number of students interviewed more than once:		83
E. Group Guidance and Counseling:		32
F. Topics discussed during interviews: (number of times)		
1. Education Planning	<u>239</u>	17. Hobbies <u>233</u>
2. Educational Adj.	<u>137</u>	18. Subj. least liked <u>261</u>
		Favorite subject <u>261</u>
3. Attendance	<u>240</u>	19. Subjects:
		Highest marks <u>166</u>
		Lowest marks <u>166</u>
4. Scholarship	<u>151</u>	20. Reading <u>417</u>
5. Vocational	<u>113</u>	21. Science <u>130</u>
6. Discipline	<u>173</u>	22. Mathematics <u>248</u>
7. Economic	<u>70</u>	23. Art <u>141</u>
8. Physical Health (Handicaps)	<u>142</u>	24. After School Work <u>109</u>
9. Personal	<u>180</u>	25. High Sch. Program <u>66</u>
10. Tests	<u>96</u>	26. Other (signify) (write in) <u> </u>
11. Grades	<u>995</u>	<u>Field Trips</u>
12. Talents	<u>147</u>	<u>Vacations</u>
13. Study Habits (Place for-How to)	<u>384</u>	<u>Sewing</u>
14. Family	<u>347</u>	<u>Wood working</u>
15. Friends (School-Neighborhood)	<u>217</u>	<u>Library cards - 57</u>
16. Out-of-school Act- ivities (Boy Scouts Church etc.)	<u>224</u>	<u>Foreign Language - 5</u>
		Referred to <u>Other Agencies - 22</u>

AUDIO VISUAL - SUMMER 1969

Six RCA, Model 1600, 16 mm sound projectors and six large stand up screens were distributed, one to each center.

Again, films, filmstrips, tapes and records were made available to the staffs. The most frequently used aid was the 16 mm sound film.

The following is a breakdown of films used per center:

Roberts School	15	films
Harrington School	15	"
Putnam School	17	"
Webster School	9	"
Fitzgerald School	11	"
Morse School	13	"

80 Films

Minor repairs were performed as needed and as of this date no outstanding repairs required.

I would suggest that we have a duplicate of each audio visual machine for emergency use when repairs are necessary for the smoother operation of this program.

John C. Powers
Audio Visual Director

The After School Centers Summer Program, funded under Title I of the 1965 Elementary and Secondary Act of 1965, began June 30, 1969 and concluded Aug. 14, 1969.

Among the personnel staffing the centers were three mathematics specialists and three reading specialists. Each specialist serviced two schools.

These specialists operated directly under my supervision with some latitude on specific assignments by the center supervisors in the schools serviced.

My designation, as supervisor of specialists and intern teachers in our summer program, required me to perform the following supervisory and administrative functions:

SPECIALISTS

1. To assign work schedules and to keep payroll records for designated specialists.

2. To organize and supervise workshop demonstrations of new materials by specialists to intern teachers and to selected master teachers.

3. To organize and supervise a careful survey of all materials in the centers in order to move excess material to centers where needed.

4. To place intern teachers directly under the control of specialists who would then assume duty of aiding summer intern teachers in preparing a lesson for presentation.

5. to observe, with specialist, teaching situations and to suggest materials for remediation.

6. To supervise the preparation of an ongoing inventory by specialists during final week of program.

7. To organize and supervise a careful inspection by specialists of teaching materials for "surveying out" to make room for newer improved material for teacher use.

8. To visit centers frequently in order to oversee the daily work schedules of specialists.

INTERN TEACHERS

1. To assemble nineteen summer intern teachers selected for the program, and to outline to them their duties.

2. To set up a schedule of classroom visits to observe interns in an informal teaching situation and to informally "critique" their work.

3. To provide assistance to the summer interns and the specialist assigned in the preparation of a lesson plan.

4. To observe a lesson presentation by the summer intern teachers in a relatively controlled class situation involving not more than five pupils.

5. To organize and direct several "brainstorming" sessions involving the summer interns and specialists in a "give and take" discussion on ways to improve instructional program.

6. To prepare careful evaluative report on each intern teacher's performance and to forward these confidential assessments to appropriate supervisors.

In addition to these duties, the supervisor of specialists and intern teachers acted as liaison to the project director, enrichment supervisor, and guidance supervisor in matters involving program changes. He also joined the above supervisors at meetings of Citizen's Advisory Committee.

Very truly yours,

John W. Reilly

Supv. of Curriculum Specialists
and Intern Teachers

THE LIBRARY PROGRAM IN THE 1969 SUMMER SCHOOL PROGRAM-TITLE I

A Follow-Up Report AFTER SCHOOL CENTERS

The library program during summer school was based on motivational activities to encourage recreational reading. Each center librarian was supplied with a handbook of guidelines and activities to use in conducting a library program.

Co-operation received from the center librarians and the center directors was exceptionally good and made possible any success the program might claim.

Written evaluations by the center librarians and observation of each center's program prompt the following comments and suggestions:

The Circulation Program

Circulation programs were conducted in three centers: Morse, Roberts and Putnam. Average daily circulation for these libraries: Morse, 8; Roberts, 12; Putnam, 11. 41% of the students enrolled in the summer program at the Roberts checked out one or more books during the program. 77% of the 107 books taken to the Putnam circulated one or more times. Circulation records indicated one or more times. Circulation records indicated that most titles circulated were of the primary and early intermediate level. The Roberts was an exception to this. This data will have more value in evaluating future programs.

All six centers reported browsing use of the library. Observation indicated that all centers made an effort to encourage browsing by attractive arrangements of books.

Book loss in the four centers having collections or using central library books was considered low by Mr. Adams. A report on book loss has been submitted to Mr. Adams. He requests only

that we continue to make an effort to recover these books during the regular day school program by the normal procedure used in the regular program. I will, at your request, attend to this matter and make a final report in the fall semester.

The circulation part of the library program can be concluded to have been successful. Also important is that much information has been gained on ways to strengthen circulation within the framework of the summer after school program.

Primary Story Time

The basis of this part of the library program was six thematic story programs put together and made available to the center librarians on a rotating basis. In addition, center librarians chose other materials such as records and the cassette cartridges.

Five centers--the Fitzgerald, Morse, Roberts, Harrington and the Putnam--conducted some type of primary story time. I cannot, in all honesty, say that they were equally successful. The major difficulty was in scheduling; however, experiences in this program indicated ways to solve this difficulty much earlier in future programs.

Center librarians should view primary story time as a motivational activity rather than a teaching situation.

Library Activities for the Intermediate Age Level

Activities proposed for this age level were not successful. The written evaluations indicated that students in this age group left the school as soon as their required classes were over or that they preferred other special activities. One center had initial success with play reading but interest dropped when satisfactory scheduling could not be arranged outside of reading class time.

Further comments on direction in this part of the library program are included later in this report. It definitely is going to take much more formal planning to achieve the informality necessary to attract this group.

Resource Speakers

As these speakers were obtained for the intermediate age group the problems mentioned above affected the success of this part of the program. As a motivational activity it was not highly successful. A file of available resource persons should continue to be developed and made available to center librarians who feel they can use such persons to advantage in their programs.

Recommendations

- A. The information obtained from the summer program should be used to develop library programs on a more individual basis for each center. The Harrington and Fitzgerald centers require a more tailored plan. Some contact, with Mr. Adams approval, was made this summer to extend the programs at these centers to use of the public library facilities. With proper consideration to the possible problems involved and with careful advance planning, it should be possible to gain limited access to these facilities for future programs. It must be stressed that any proposal to use these facilities in conjunction with the summer school program must contain exactly what we wish to accomplish and how we propose to do it. The goal in this direction should possibly be limited to attempting carry-over from motivational activities in the center library.
- B. Personnel selected as center librarians should not, if possible, be assigned other teaching obligations. There are two

good reasons for this: (1) Their time and effort to conduct a library program is seriously curtailed; and (2) They are involved in teaching classes at the very time that an entire age level of students is available to participate in library activities. Switching librarians during such a short program makes continuity difficult and hampers recovery of books.

C. Now that a library program has been initiated and has rather specific objectives, it is possible to determine the types of activities a center librarian should perform. The following qualities are desirable in a center librarian.

1. Willingness to engage in story time activities with primary age children; an audible and pleasant voice.
2. Knowledge of children's books and of reading levels so that he can guide book selection.
3. Ability to accommodate the needs of the intermediate age student who has a reading problem; not too "primary orientated".
4. Willingness to expend the effort to make the library physically attractive and interesting.
5. Willingness to keep necessary records to control circulation and to evaluate the program.

D. The drama program and the library program could profit by an exchange of objectives, ideas, materials and methods. This suggestion is based on an assumption that creative playacting is a part of the drama program with students in the After School Center program. As the receptive attitude, which creative playacting attempts to develop, is the attitude necessary for recreational reading, creative playacting has a place in a library program mainly concerned with motivational objectives.

E. Center librarians should participate in developing thematic

story time programs. This would stress the desirability of making story time more than just reading a book to the children. This is probably the most concrete and immediate step we could take to improve the program.

- F. A handbook for use by the center librarians should be developed. The handbook used during this program could be used as the basis for this but would need to be refined to reflect experience from the actual situation.

Summary

The summer after school center library experience indicated three things:

- (1) A library program can be conducted within the framework of the total after school summer program.
- (2) Planning for individual centers is desirable.
- (3) Classroom teachers can be used effectively as center librarians.